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The **H** *Magazine for the Christian Home*
Hearthstone



- **Your Home Can Be Their Home—*Barbara Stout***
- **Keeping Them Interested in Church—*Grace E. Liddle***

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The *H* Magazine for the Christian Home Hearthstone

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Your Home

It can be a very rewarding experience for a family to relate itself to special community projects. A world community project, then, is extra special. "Your Home Can Be Their Home" tells how one family made a home for high-school students from other countries. American Field Service which sponsors this project has seen it grow in popularity in most countries participating. President Eisenhower says, "This kind of exchange, as it grows and grows will have a better effect on advancing the peace of the world, of giving greater promise to each of us, young and old, to live fuller and better lives, free of the burdens of armaments, free from the fears of attack, living together in the confidence that humans can trust and believe in other humans."

"More Than a Roof" by Rachel C. Payes gives practical help to families who are considering the purchase of a house. There are so many different kinds of houses available, it is easy to lose sight of the real values of a home if careful thought is not given to these values.

Lloyd V. Channels reviews for the family some of the dangers and values involved when members of the family are separated from each other for short or long periods of time. Although "Making the Most of Separation" is designed for study by parents' groups, it is also helpful to families who do not have a study group available in which to participate.

Two articles of interest to parents of teen-agers are: "Keeping Them Interested in Church" by Grace E. Liddle and "Your Teen-Ager and His Moods" by Marian Russell. Mrs. Liddle discusses a number of factors that influence the child's interest in church, suggesting what can be done to maintain the desire to continue church attendance.

Parents need to know what makes their teen-ager moody. All recognize it, but some do not realize that it is normal and to be expected. Does moodiness in teen-agers have to be accepted? Is there anything that can be done to alleviate its throes? Perhaps through the added understanding received from "Your Teen-Ager and His Moods" there will be some clues to aid you.

Coming next month: "What Shall I Tell Them About Mixed Marriages?" by Douglas G. McKenzie; "Good Taste in Music" by Mary Peacock; and by Beth M. Applegate, "Look Who's Camping Out."

Until next month,

R. C.

Your home can be Their home

by barbara stout

Editor's Note: Mrs. Stout's family is one of more than 8,000 families that welcome American Field Service students into their homes for periods of time varying from a night to a week. This occurs during the three-week bus trip that all the students take at the end of their year in this country.

Besides this group, over 1,000—this year 1,170—families take a student for the school year, making him a member of the family. These young people are teen-agers, rather than college students. Since they will return to their native country at the end of the year, the students do not consider staying here and becoming "Americanized." When they return to their homeland, they talk with many people about what they have learned, through speeches and articles, as well as informal chats. They have also given practical help in screening candidates for following years. As many students have put it: You have enabled me to forge a link between my country and yours that will not easily be broken. For information, write to American Field Service, 113 East 30th Street, New York 16, N. Y.

WHEN A FRIEND, knowing that we liked having teen-agers in our house on Long Island, asked if we could take two American Field Service students from Germany into our home for a week, we were delighted to do so, but also apprehensive and curious. Most of the more than a thousand "AFSers," who had been in all States of the Union, in all kinds of high schools, and in all sorts of families for their year here, had returned by boat from Montreal or Quebec; but our boys were part of a group who were to fly home a week later from Idlewild.

We have no AFS committee, as do many communities. In this instance my friend, Helen, was the liaison between the AFS office in New York and the "host families," who were taking these boys and girls for this brief visit. She had found the hosts to house and feed them, other families to entertain them, and still other anonymous donors to underwrite such expenses as a day in New York City or at Jones Beach. She and another friend had met the ten students who were to come to this area when they debarked from their bus at a nearby town. She brought Peter and Meinhard to my house, gave me

a proposed schedule of entertainments, and came in with them for a few minutes in case there was any "ice to break."

We need not have been apprehensive. These AFS students are wonderful young people, carefully picked from many teen-age candidates in their country. All of them speak English before they come here. Peter had been in Duluth, and Meinhard near Rochester, New York, for their year, so any adjustments they had to make to American ways had already been achieved.

The boys arrived one afternoon in the midst of a humid hot spell from a long bus trip and a cooler climate. There were no complaints, however. As they drank iced tea, they glanced about, no doubt wondering what this American home would be like. They told us of the places they had been and how hospitable everyone was during their tour of the country that all AFS students take before returning to their own lands. After they had unpacked, we sat in the kitchen over a late sandwich lunch. They had previously denied being hungry, but what seventeen-year-old boy isn't starved most



Jean and Erv Weinke examine blue prints with visiting American Field Service students. Left to right: Mario Brafman from Rio, Brazil, age 19; Teddy Inamura of Kobe, Japan, age 18; and the Weinke's son, Steve, age 19.

of the time? Both boys helped make the sandwiches, jumped up to get more milk or fruit from the icebox, and were as capable of finding knives or napkins as any neighbor would be.

Later we met some of the other students for a swim and lazy afternoon in the sun. So began a very pleasant week for all of us.

Most of the Long Island young people are away on summer jobs in August. Helen, however, alerted all those who were available from our sixteen-year-old son, Sam, to her son, a sophomore in college. She arranged to have one of the German girls stay in a home with a daughter of eighteen. The latter helped with the "taxiing" of our boys as well as her guest. No AFS students are allowed to drive while they are in this country. All the parties were planned by our older boys and girls. Before they were finished, they had arranged a sailing picnic, a treasure hunt picnic, a jam session evening, an afternoon of water-skiing, and movies when it rained, in addition to a sight-seeing tour. With so many of our own boys and girls away, those left were enchanted with the idea of entertaining. Besides, after they met this group of Germans, they all wanted to see as much of them as possible. The AFS students were such fun and so enthusiastic about anything that was done for them.

While working in the garden or talking on the porch the boys partially satisfied our immense curiosity about their homes and schools. It was encouraging to hear that at least our best schools produced students as well prepared academically as those in the German schools. Sam's three years of more intensive Latin compared favorably to Meinhard's four-and-one-half years. I couldn't see much enthusiasm about the subject, though, from either boy!

We saw snapshots of Meinhard's own family, both at home and on family holidays in the mountains. We learned that "long winter evenings," in which you meant to put those snapshots in albums were just as scarce in Germany as they are here and that phrase was a family joke in Meinhard's home, too.

Peter told us of the many flowers in his country. They are everywhere, in public gardens, home gardens, and in house plants. The present to bring to your hostess is a great armful of flowers, so much less expensive there. Meinhard, however, had learned about crab grass and defended us from Peter's gentle criticism of our dearth of flowers by saying he thought we spent more time and effort on our lawns and shrubbery. Both boys spoke of the singing among students of all foreign nations, saying that on the bus tour they sang all the time, be it in Greek, German, French or English.

It is rare for two AFS students to be in an American home together, and I could see why. Meinhard and Peter came from such different economic backgrounds that they often gave contradicting answers to our questions. Peter was the eldest of five sons of a Lutheran minister. He had worked after school and on week ends. On the other hand Meinhard, whose father owned a seed store, did not think it usual for German boys to take jobs, though he was expected to help on his father's five acres of experimental nursery and fruit trees. Peter had done a good deal of traveling around Germany with his school or other youth groups, either on bicycle or hiking, but he did not speak of family holidays in the Alps or skiing as Meinhard had, nor do I think Peter's family had a car as did Meinhard's. The AFS does a superb job of fitting the student and

family together for the school year, as both boys were very happy with, and very proud of, their respective American "parents." I'm sure both boys were happy with us for this short visit but they were not entirely congenial with each other. This might have led to friction over a longer period.

Perhaps it was easier for us to see what the boys had learned in American homes and the results of this joyous year than it was for their American families and others who were so close to them for that time. Both Peter and Meinhard came from the socialist state of Essen where the schools are entirely supported and run by the state. They had never seen P.T.A.'s or community-minded citizens working for their schools. Nor had they seen the fund raising and work for Church, Red Cross, or scouting to the extent that we do it. At first they thought it strange and maybe even unnecessary, but later, they began to realize that citizen participation and the taking of responsibility for community affairs was what made democracy work. This was something they said they would have to try to apply in their own country. It was enlightening to us that

two boys of seventeen should have come to this conclusion by themselves and thrilling that they had had the opportunity to do so. This was an opportunity they could have had only in a home, never as tourists.

Meinhard later wrote, "It was the most carefree week of my life." To us the week was fun and stimulating. The boys fitted in so well there seemed to be little or no extra work for me, perhaps because while doing the dishes together we discussed such subjects as the differences in education or how many generations it takes to make an American. They kept us better informed on current affairs that week than we'd been for a long time. Both boys' ambition was to go into "politics," but their definition of "politics" would be my definition of government service, either State Department or Foreign Service.

There was warmth and friendliness, too, so we felt a deep regret when they left. If we are ever again given the opportunity to have a foreign student in in our home we will welcome the chance with open arms. We will still be curious about our individual student and his country, but never again apprehensive.

American Field Service students assigned to Erie City and County, Pennsylvania, for the school year 1957-58, bidding farewell as they board the chartered bus for their three-week tour.

Photo from American Field Service



A MOTHER EXCLAIMS, "Something is happening to my daughter; it seems that she no longer has interest in church activities. Even now on Sunday morning I can hardly get her to attend church school as she is continually thinking up all kinds of excuses. I just have to keep after her all the time." A father responds, "Don't think that you're the only one with that kind of a problem for I'm having the same trouble with my boy. A few years ago I couldn't have kept him away from the church activities, but now I just don't know what to do." This dialogue might take place at any gathering of parents; could it be true that one of those who thus speaks might well be you?

Many of the children attending Sunday church school sooner or later just stop attending; are

cannot assume the place of the home any more than the home can assume the place of the church.

Primarily parents must be sure that they are committed to Christ themselves, and that they are trying to live as followers of Christ. A father and mother determine the atmosphere and order of their home. It is sad to realize that many parents are more of a warning than an example. The father and mother should loyally stand together in rearing the children for God. It is frequently because of a lack of spiritual life in both or one of the parents that young people lose their interest in the things of Christ. So often only one of the parents is a Christian or has any concern in the spiritual state of his children.

Mother often is the girl's ideal while father is the boy's hero.

and other homework for the Sunday church school.

It might also be asked, Is there a spiritual tone in the home? Are the things of the Lord talked about over the dinner table as naturally as the things of school? Is there daily family worship? Parents often declare that there is no time to provide this spiritual food for their family; nevertheless, they always have the time to see that provision is made for the physical needs of their family.

Besides being consistent in church attendance and providing a spiritual tone in the home, parents should be leading the children toward spiritual independence so that they will make the right choices and decisions in life. Are they teaching their children that they can read their Bible and get spiritual blessing from reading

Keeping Them Interested

"graduated through" the back door and thus may be lost to the church and subsequently to the cause of Christ. It is proposed to determine what causes this and where the remedy lies. The child's interest in church depends upon several factors. First of all the interest of his parents, second the interest of his teachers, then the interest his church shows in him, and last his own interest.

It is a well-known fact that the home has far more influence on the spiritual well-being of children than any other social unit, including the church. It is at home that the real everyday teaching is done, for a child spends more hours there than anywhere else. Thus parents are accountable for a child's actions in many areas; however, they are often hesitant to assume such responsibility and have a propensity to place this task upon the shoulders of the church leaders. Nevertheless, the church

What their parents do is the thing most likely to be done by them. This poses the question: Are the parents consistent in their attendance at church and church school events and, in discouraging other interests that invade this allotted time?

It has well been said that children sent to church seldom remain, and children led to church seldom leave. Remember, during childhood one can say "go," but the day will come when this cannot be done. Far too often when the Sunday church school is surveyed there are only a few grown-ups present. Hence when the parents are not there perhaps their children are reflecting that when they grow up, they won't be around either. In addition to attendance parents should regularly aid the church and church school financially. Also they should give willing assistance in lesson study

it? Are the children composing their own prayers or are they still repeating monotonously from memory some phrase which has lost its significance years ago? Let them formulate their own prayers of thanksgiving at the table; even though the food gets cold while they insist on blessing all the utensils, condiments, and the individual vegetables. If these principles are followed parents can then expect that their children will be growing in grace.

The day school teacher has an important relationship with the child. What is said by the instructor holds great weight. Therefore on Friday before the pupils leave for home many schoolteachers encourage them to go to church school and church on Sunday. Attendance at special events at the church in which pupils have a part, by the schoolteacher, will show them that he is interested

their spiritual welfare as well as their classroom lessons.

Naturally the church ought to exhibit special concern for its pupils. As a first measure, absentees should be contacted at once by some officer or teacher of the church school. This contact will also make the parents feel that their children are a benefit to the church, and thus it can be expected that they will encourage their children not to miss sessions. If possible, once an absentee has returned, he should be given a special job to do that will help him to feel that coming back was worth while.

The church depends upon the co-operation of the home in making its teaching effective. Hence parents should be encouraged to observe classes in session. They should try to follow the suggestions

of the church school teachers in activities at home that support the teaching program.

In many church schools teaching methods are far behind those of the public school. This can be corrected by an intensive leadership training program. The young people like variety in studying the Bible such as discussion, buzz sessions, handieraft, creative writing, and various visual aids. The lesson should be beamed directly at them with practical applications to their daily life-needs. Thus the curriculum should be geared to their age level.

The church meetings should be made vital, and the programs be geared to meet their deepest needs, so that the young people will come to choose them of their own accord. For youth to retain respect and appreciation for the ministry of

the church, the programs must be kept on a high level. In order to provide this type of program teachers must be acquainted with each child's needs, background of training, and experience.

The church has a responsibility to provide for the social fellowship as well as the spiritual training of children. Camps and Vacation Church Schools provide summer opportunities for such work. As children reach the high-school age they could be given a share in the regular church services such as ushering, singing in the choir, and participating in all the various functions of the church program; thus providing opportunity for leadership.

If the church contacts absentees, has the co-operation of the home, makes special attendance appeals,

(Continued on page 30)

by Grace E. Liddle

If church meetings are made vital and geared to their needs, fellows like these will choose to attend of their own accord.

Photo by Harold M. Lambert

In Church





Norm Hancock

by Norm Hancock

There's a New Baby

at Our House

huh. He's asleep, Mike. Let's be
y quiet," Kevin's big sister replied,
she rocked him gently in the little
king chair.

***** by Carol Albright *****

"GUESS WHAT! We're going
have that baby we've wanted
r so long!"

"Oh, when?" asked our five-
ar-old, Ariel. She and Mike,
ed six, had been begging for a
by for three years.

"Well not until next winter.
bout Christmastime, I think. But
e have lots of things to do be-
re then."

"Why can't we get our baby
ow?" asked Mike.

"Well, darling, God gives fami-
es several months to get ready
r their new baby. New babies
ake lots of changes in a family's
fe. There are clothes and furni-
e to buy, and lots of plans to
ake, so the baby can be made
mfortable and welcome. Besides,
takes a long time for the baby
grow big enough to be born.
ine whole months!"

So went the first of many con-
versations between my children
nd me that were to follow in the
ext seven and a half months.

"Are you sick?" Ariel asked,
eering cautiously around the
oor.

"My tummy is only a little up-
et, dear. I'll be all right in a
ttle while."

"Is is because our baby's there,
ommy?"

"Yes, honey. He's growing.
Mother changes inside to make
oom for our baby to grow. Some-
mes the changes upsets my tum-
y a little."

"Mommy, come play football
ith me!"

"Let's have a cookie and milk
stead."

"Okeh. Then we can play foot-
all."

"You know, honey, our baby is
still very small, so we must take
good care of it. If I played foot-
ball, I might fall down and hurt
the baby. So, we don't want to
play any rough games until after
the baby comes, do we?"

"Oh, no!" Mike said with feel-
ing!

"Mommy, is it a boy baby?"
"I don't know. You see, that's
one of God's secrets until the
baby is born. No one else knows."

"Mother, what's our baby's
name?"

"It has no name, yet. You
children can help us pick out boys'
and girls' names we like. We'll
pick several of each, because some-
times there is more than one baby
born at once."

Ariel looked up, "Like Barbie's
twins. Only one of them was too
weak and God took him to heaven
to take care of him. But her other
one, Tracy, is growing real big!"

"Will our baby die?"

"That is something else no one
but God knows. Sometimes when
a baby is very weak, God takes it
to heaven where it does not need
to be strong. If Mother takes
good care of herself, our baby will
probably be born strong and
healthy. But if it *should* die be-
cause it is very sick, we will know
that it is safe and happy in Jesus'
arms. Then we would have an-
other baby which we could take
care of."

"Mommy, You're getting fat!
Is our baby almost borned?"

"No, Mother will get much big-
ger. Our baby must grow a lot
before he's big enough to be born.

If he were born now he would die.
He has not grown enough. He
isn't much bigger than Mommy's
two hands together like in a ball."

"What does he look like?"

"Let's get this book down and
see what it says." And so, we
explored the book about babies.
"Here. This one is about the size
of our baby now. We'll read this
book often to see how our baby
is growing."

"His head is very big. Will he
be born looking so funny?"

"No, his body will grow larger
soon. You've seen Barbie's baby.
Ours will look something like that
when he arrives."

"Is our baby really in your
tummy? How does it breathe?
Does our baby cry? How does it
eat?" questions tumble out!

"He doesn't cry before he is
born. Inside Mommy is a little
bag where the baby lives. In this
bag is liquid, like water, that keeps
the baby safe so he doesn't get
bumped or hurt before he is born.
Also in this bag is something called
the placenta which carries food
and air for the baby from the
mother. There is a cord connect-
ing it to the baby at the naval.
The air and food pass to the baby
through the cord. When the baby
is born, he can breathe and eat
with his mouth, so there is no need
for the cord. The doctor ties and
clips it. This doesn't hurt the
baby, and soon his naval looks
like ours."

"How do you know when it's
time to go to the hospital, Mom-
my?"

"When a baby has grown big
enough and is ready, the little bag
where he lives begins to squeeze

gently. Mommy will feel this and call the doctor and go to the hospital."

"Does it hurt, Mother?"

"A little bit. But a mommy doesn't mind, because she knows she will soon have the precious baby she has waited for so long. That's why she goes to the hospital. It is hard work for her. She wants a very clean place where a doctor can help when the baby is born. Then she needs rest because she has worked so hard."

"Will you be sick?"

"Not really. Thousands of babies are born every day. It's a natural, wonderful experience. But because it is hard work, the mother needs to rest a few days so she will be strong enough to care for her baby when they go home."

* * * * *

"Can we see the baby born?"

Oh, he kicked my hand. He's very strong, isn't he?"

"Yes. He's almost strong enough to be born. It won't be very long now."

* * * * *

"I believe this is the evening. I'll fix some salads and put them in the refrigerator," I said, hurrying around the kitchen. My husband looked alarmed.

"Shall I call and cancel the rehearsal, Honey?"

"No, you go ahead. This is the only evening they could all get together for dress rehearsal. I'll drive down if necessary. Mike and Ariel will take care of me."

* * * * *

"I think we'd better get Daddy now. Our baby will soon be here."

"Oh, its squeezing, isn't it Mommy? I can see. Your face looks kind of hurty—and then you look

Daddy. I helped him fix the hamburgers. I'm a good cooker, Mommy!"

"Can I pick out the clothes to bring, Mother?"

"Yes, Mike, you can. Ariel, I think it's wonderful that you are such a fine helper. Our baby is lucky to have such a helpful brother and sister."

* * * * *

"We're coming home today," I told them through the window.

"In a few minutes we will be ready, and I'll bring Kevin out."

"Oh, goody! I can't wait! Hurry Mikey. Let's go to the car!" Ariel bubbled.

* * * * *

"Ohhh—that's our baby!" whispered Ariel in awe as we climbed into the car. "He's little, but he'll grow, I'll bet!" said Mike with his big brother wisdom.

A mother provides sex education in a meaningful way to her five- and six-year-old children.

"No, honey. There are rules that children cannot visit in the hospital. We always try to obey rules, don't we, because we know they are to protect people. Sometimes children have a fever which might turn into a catching disease. We wouldn't want to make all new babies sick, would we? They need to be very healthy the first few weeks. But my room will be on the ground floor. You can come to the window, and I'll talk with you there. I'll only be in the hospital about three days, so you won't mind, will you? And then I'll be bringing home our precious baby! We've waited so long, a few more days won't be so bad, will it?"

* * * * *

"Here Mommy, let me feel it. Yup. I feel his little foot or something."

"I want to feel him move, too.

so happy!" cried Ariel, dancing around with joy.

"Yes. Get your coats and hats, and away we'll go. You can wait in the car a few minutes while Daddy takes me into the hospital. Then he will be back and take care of you."

* * * * *

"Mommy! Mommy!" I heard little eager voices outside the window. "Daddy said our baby came. It's a boy! Did you know it's a boy? Is his name Kevin Scott, like we thought? Or, do you know?"

I had to laugh as I raised the window a crack. "Yes, I know, my darlings. And his name is Kevin Scott, just as we planned."

"Can we see him?"

"Remember the rules we talked about? You'll see him in a couple of days. That's not long is it?"

"Nope. Hey, I'm helping

"Can I hold him?" Ariel asked eagerly.

"When we get home, you can."

* * * * *

The car pulled up to the curb, and Mike jumped out, calling to all the neighbors, "Our baby has come. There's a new baby at our house."

And with the proper pride of a now seven-year-old brother, he marched sedately into the house to take up the serious duties and immeasurable pleasures of being a big brother.

"You hold him first, Sister," he said generously, "then I will. Mommy won't have to do anything at all. We'll take good care of our baby, won't we?"

"Shhh. He's asleep, Mike. Let's be very quiet," Kevin's big sister replied, as she rocked him gently in the little red rocking chair.

Do Your Children Work for You?

by Marjorie King Garrison



Children will gladly help with even so menial a task as washing dishes, if given an incentive.

I THOUGHT I could hear the jingle of the telephone over the vacuum cleaner. When I rushed to answer the phone, I heard Sharon's voice.

"Why aren't you on your way home?" I demanded. "You're supposed to clean your room before company gets here for dinner."

"My teacher needs me," pleaded Sharon. "She has so much to do toward the end of school. Please, can't I stay to help her clean out the cupboards?"

"All right," I agreed, "but only for a half an hour. I need you at home."

It was then that I decided something should be done to make work at home as interesting as it was away from home. Our children have always helped around the house. Five children of stair-step ages have to be trained to do their jobs if the family is to have time for fun. But this very work training was making me lose my workers because neighbors and teachers were asking for their help.

About a year and a half ago, when the couple across the street had their first baby, we invited the new father over for dinner. He was impressed with the way our two oldest girls helped, and saw a chance of getting out of kitchen clean-up if he hired them to help his wife after dinner.

During this summer vacation, thirteen-year-old Marilynne had a job helping another neighbor two hours each morning, and Sharon was helping the neighbor across the street, Jane, in the morning and evening four days a week.

I liked having the girls earn money. It was good training, and they made good use of the money they

earned. But they were losing interest in work around the home, and the younger children were following their example.

How could I make helping me interesting for all our children? I couldn't afford to pay them, as the neighbors did, for a schoolteacher's salary is at its lowest ebb during summer months. And yet our two oldest children were kept so busy with babysitting and housekeeping jobs for the neighbors that they couldn't get excited over doing any more for our house than they had to.

What was the fascination of working for other people? After all, Sharon's teacher didn't pay her. I was once a schoolteacher too, and my students were good about helping me, not just for apple polishing either. What could we parents learn from the teachers and employers?

First, they were appreciative. Parents are too likely to take work as their due, and be more generous with correction than with praise. Jane's hands were allergic to cleaning aids. She kept telling the girls how wonderful they were to help her so that her hands didn't get sore. The other neighbor had an invalid mother-in-law. She told Marilynne how her help gave her more time. The teachers praised the children for being good helpers.

In addition to the use of praise, both teachers and employers are likely to set up more definite standards, and see that children follow them. I had nagged for years about wiping off the sink, cleaning the stove and leaving the kitchen clean, but after working at Jane's, Marilynne said, "We must keep our kitchen

cleaner. It would never pass inspection at Jane's." Jane had a check-list of jobs that must be completed before dishes were done: clean stove and refrigerator, wipe off sink, wipe off cupboards, put away dishes, put away supplies.

Finally, the employers had good equipment. Because they were paying by the hour, they bought the soap the girls preferred, and kept on hand the easiest forms of silver polishers, window cleaners, waxes. I was likely to use makeshift supplies that cost less.

The teachers used the incentive of status in school; the employers offered wages and pleasant working conditions. What could I offer?

Suddenly it came to me. All of our children are sociable. They love company and good times. They like parties and friends staying overnight. I like company, too, but there's no denying that company makes extra work, and I was reluctant to promise the parties they wanted. Our summer was already busy, for another neighbor with a swimming pool had invited the children to swim every day that I could come with them to swim and supervise. I love swimming, but a big house, community and church responsibilities, and five children do not leave much time for swimming.

We had an informal family council to plan how we could have more time for swimming and entertaining, and came up with a chart of extra jobs. Each of our five children (ages 5, 7, 9, 11, 13) is expected to make his own bed. The four oldest children work on dishes and wastepapers. They also do yard work

Sometimes responsibility for the pets is left to Mother, but not here!

Eva Luoma Photos



regularly. But there are a number of extra jobs they could do that would considerably lighten my load if they were given enough incentive to make the work fun.

A chart emerged with these rewards. The two youngest, Kathleen and Robert, are expected to do one half hour's extra work each week to earn the right to go swimming. Marilynne, Sharon, and David are expected to do two hours extra work for that privilege. Other extra work rewards are:

- 1 hour earns a guest for the afternoon and refreshments.
- 2 hours of extra work earns a guest for a meal.
- 5 hours earns one overnight guest.
- 10 hours earns two overnight guests.
- 15 hours earns a party with refreshments.
- 20 hours earns a party with a meal, such as hamburger, tacos, waffles.

Each family would have a different list of jobs to earn company. This is our list:

1. Yard work: cutting lawn, extra raking of leaves, weeding, clipping off dead branches.
2. Mending and darning.
3. Washing and ironing.
4. Polishing silver.
5. Scrubbing floors.
6. Cleaning out drawers.
7. Cleaning up play areas.
8. Practicing reading or piano.
9. Making skirts, pajamas, blouses; careful work on Christmas presents.
10. Making cookies, cake.
11. Making milk. (We buy powdered milk by the fifty pounds and make up about ten quarts every two days.)
12. Cleaning stove or refrigerator.
13. Cleaning sink or washing cupboards.
14. Helping to clean basement or garage.
15. Taking care of bird.
16. Listening to Kathleen read.
17. Reading to Robert.
18. Fixing a meal.
19. Washing dishes at dinner. (I generally wash dinner dishes.)
20. Helping with canning.
21. Waxing floors.
22. Waxing furniture.

We decided that for the older children not more than one-third of the time could be earned on personal projects, or Sharon would try to earn all of hers with piano practice.

After the project had been in use for a while, I asked the children their opinion. Verdicts ranged from "swell" to "super wonderful" from Marilynne. She had given a hamburger bake that was so popular that friends had been urging her to repeat the party. Her status as a teen-ager was definitely raised.

The children were thinking of the fun they had entertaining, but I also noticed the difference in

(Continued on page 28)

A MOODY TEEN-AGER can completely destroy the warm, happy atmosphere of your home. The who have a moody son or daughter can understand why Patty's mother is so concerned about her daughter's moodiness.

"I just don't understand Patty anymore. One minute she seems bright and cheerful. Then, without any apparent reason she becomes depressed and unhappy. She never tells me what's the matter. I wish I knew what makes her so moody."

We must remember that the adolescent is undergoing many changes. He is changing physically from a child to an adult. He is also changing from a dependent individual into an independent one. His moods often reflect his

degree of progress in meeting these changes.

At this time the teen-ager is also seeking to know himself. He turns inward and is introspectively concerned with his own reactions and feelings. He may spend hours pondering over "who he is" and "why he is." Sometimes he will find satisfactory answers to his questions. Then, he will appear happy and well adjusted. Just when we think he has found himself, his life presents new and overwhelming problems. He becomes dissatisfied with his definition of himself. Then, the dark clouds of moodiness appear again.

Our problem as parents is to determine how to deal with moodiness. Should we let the pendulum of moods constantly swing back and forth from the extremes of

happiness and depression? Or, should we try to help our boy or girl overcome his moodiness?

With many teen-agers moods will come and go like spring showers. They will learn to conquer their moods and not allow them to become a permanent part of their personality. However, there are some adolescents, like Patty, who are not able to overcome their moods. Whenever the youth's moods become excessive and of long duration, he needs help if he is going to mature into an emotionally healthy adult.

Talk Away Moods

We can begin helping by keeping all lines of communication open between our adolescent and ourselves. It is important that we talk frequently and sincerely and

Your Teen-ager and His Moods

by
Marian Russell

How to get over the paradox of wanting to withdraw from parents and yet to be intimately close to his family is part of the moodiness many teen-agers such as this one experience.

photo by erb



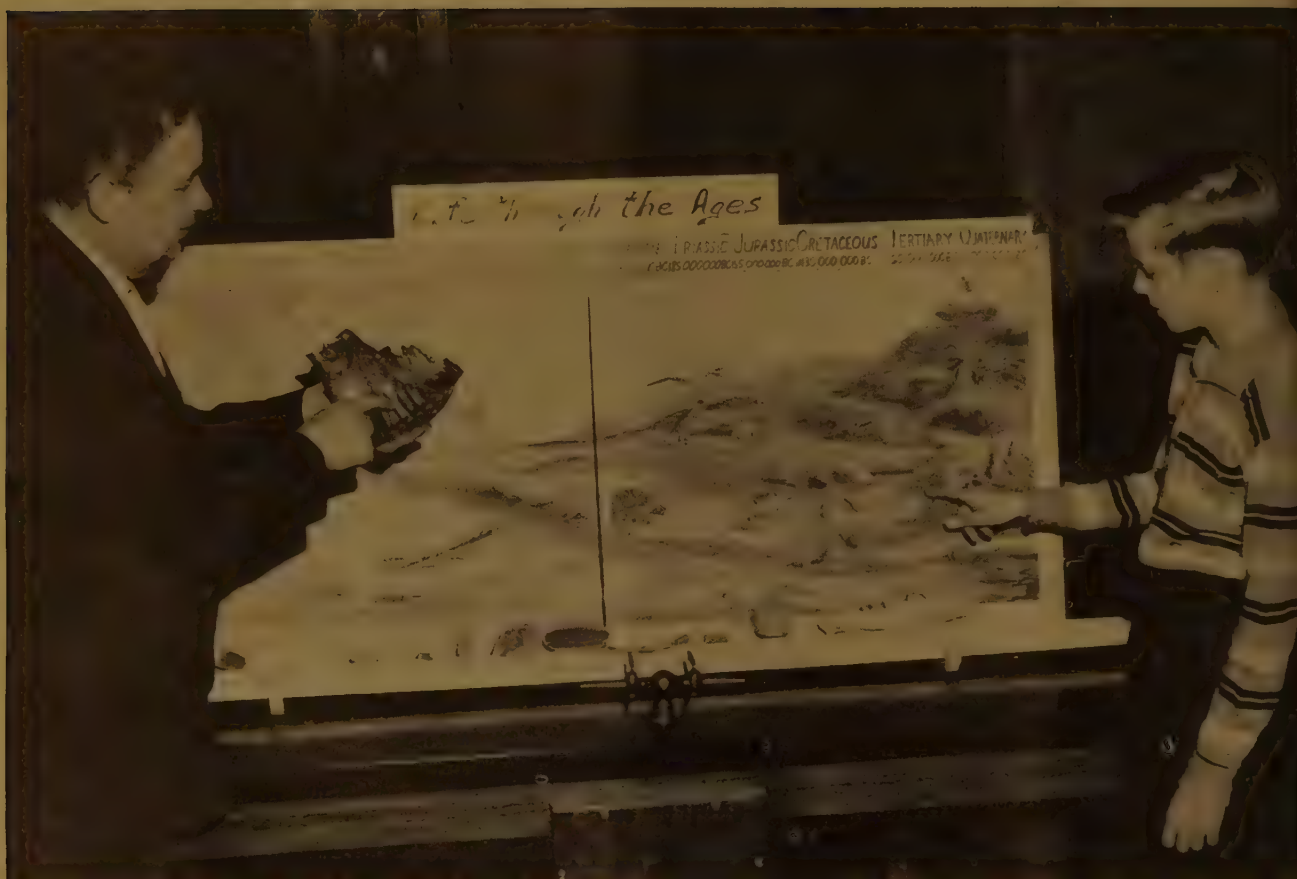


photo by Lil and Al Bloom

intimately with our boys and girls. Often we are so involved with our own daily routines, and so pre-occupied with our own problems that we just don't take time to talk with our teen-agers. To the adolescent the busy, pre-occupied adult is completely unapproachable.

Patty says, "I never talk with Mother about my problems. Sometimes I think she really doesn't want to talk about them. The few times I have tried to talk with her she acted as if my problems were not important at all. I guess our problems do seem silly to grown-ups."

Actually, both Patty and her mother wanted to discuss Patty's problems, but neither of them knew where to begin.

It is our responsibility as parents to keep the lines of communication open. The teen-ager tends to withdraw from his parents. He may strongly desire a close relationship, but must sense that he can be close and intimate with his parents without being tied to them.

Then, too, adolescents are hesitant about airing their problems in front of their parents if experience indicates that their parents might show disappointment in them, or scold them, or laugh at them.

They will, however, talk over their problems with someone. They may tell all to their best friend or to some other adult in whom they have confidence. Just talking about their problems may help to relieve moodiness.

Unless our child confides in us, we parents cannot really help him overcome his moodiness.

If we do all the talking; if we lecture, and give our child little chance to express his point of view, his frustration increases and his mood darkens. It is by talking *with* our child that we can frequently find out the underlying cause of his moodiness.

When we talk with our child, we must approach him tactfully and respectfully. We must give him the opportunity to express his opinions and in return we must

All the teen-aged boys cannot be football heroes. Other outlets for a sense of worth or recognition are necessary, for example, an elaborate science project.

show respect for these opinions. Our teen-ager will be far more willing to confide in us if he knows we are really interested in him and sympathetic toward him.

Who Am I?

We must help our child know himself. As we have mentioned before, the adolescent is searching to know himself. His moods are colored by what he thinks about himself at the moment.

After Jim failed to make the football squad, he saw himself as a failure in everything he attempted. He became excessively moody.

Later, when his project won a high rating at the science fair, his mental image of himself changed. He no longer considered himself a failure. He now saw himself as a more successful individual.

All of us have a mental image of ourselves. The adolescent, though, tends to exaggerate one side of his personality and ignore the other. He may see himself only in the light of his weak qualities and ignore his strong ones.

His mood will depend a great deal on the image he has of himself. We parents can often help our child develop a more stable and realistic picture image of himself. As we help him realize his weaknesses, he will either learn to accept them, or he will overcome them.

As we help him develop his real talents and abilities, he will begin to see what his possibilities really are. It will be easier for him to answer the question, "Who am I?" As he learns to recognize his possibilities as well as his limitations, he will develop a more realistic image of himself.

It might be well for each of us to give serious thought to the mental image we have of our adolescent. How do we really picture our boy or girl? Our children frequently adopt the same picture of themselves that we have of them. The picture image we have of our boy or girl may be an important factor in his self-image and in his moodiness.

The Urge for Freedom

We must help our adolescent along the road to independence. The young teen-ager spends a great deal of time talking about being independent. He is outwardly rebellious against many of the old rules and restrictions we have imposed upon him.

Yet, while he resents this authority, he is often frightened by his independence. Although he may not admit it, he is usually glad to have Mom and Dad around to help him with his problems. He is like the baby who is learning to walk. He wishes to take a few steps on his own, but he feels more secure if his parents are there to catch him if he falls.

As our teen-ager fluctuates between dependence and independence, his moods fluctuate, also. When he feels secure and confident in his freedom, he appears to have

no problem. However, if he fails to meet the challenges of independence, he is in a state of turmoil.

Many of the adolescent's moods may stem from his desire to accept the privileges of independence without a willingness to accept the responsibilities.

Because we love our child we tend to protect him from problems and difficulties. We do not give him responsibilities. We shelter him from unpleasant realities. We seldom make him face the consequences of his own acts.

When you are in doubt whether an action is good or bad, abstain from it.—Zoroaster

Yet, when we overprotect our child, we are really keeping him dependent upon us. As the adolescent begins to step out into the world, he finds that life is serious and difficult business. If he has never learned to accept responsibilities or face realities, he may become very frustrated with his lot.

The adolescent needs to know that he can accept responsibilities and carry them out successfully. He needs to know that he can face disappointments and still carry on. He needs to know that he is beginning to be capable of standing on his own two feet.

The little responsibilities that we place on him around home and the disciplines and standards of behavior that we require of him each day will help him develop initiative, confidence, and independence.

A Home Remedy—The Christian Home

We parents must provide a stable homelife for our adolescents. The teen-ager is very sensitive to his surroundings. If his home is filled with dissension and dissatisfaction, or if his parents are moody themselves, we can hardly expect him to act differently.

Jerry was an extremely moody boy. He had few friends of his own age and had difficulty getting along with the teachers at school. However, this was not surprising

when one examined Jerry's home life. His parents were both extremely moody. They quarreled frequently and sometimes hardly spoke for days. Often Jerry suffered because of their difficulties.

"Mom has hardly spoken to me for days," Jerry complained. "I don't really know why. But it's not just me. She doesn't say much to Dad or the other kids either. Guess she's just in one of her bad moods."

We can understand why Jerry is moody. He is just following his mother's example.

The moody adolescent needs a home filled with peace and love. He needs a home where each member of the family respects the dignity of the others. He needs a home where problems are met and faced with faith and calmness. He needs a Christian home where God's love and interest are reflected in the spirit and behavior of each family member.

There is no substitute for the Christian home in the life of the teen-ager. The child reared in a Christian home will see his parents meet and solve their problems in a Christian way. Their example will thus be a real help to him.

Maturing Spiritually

As our teen-ager seeks to know himself, he may become aware of another side of his personality—the spiritual side. Up until now he probably has thought of himself only as a physical being, but now he may become conscious of his spiritual nature, also.

It is the spiritual side of his personality that sets him apart from all else. It is this side of his nature that he often feels is misunderstood by the adults around him. It is his spiritual self that reveals what he really thinks and feels about things. Only a few of his closest friends may ever catch a glimpse into this deep, unknown part of our teen-ager's personality.

With this awakening of the spiritual self often comes a wave of idealism. The adolescent searches for such things as beauty, truth, and purity. He may set high

(Continued on page 28)



There may be financial hazards connected with buying older houses. Some are well constructed and excellent buys. Others may need a new roof or furnace.

MARY LOOKED at their growing family, Steve looked at their growing bank account, and they made an important decision. The time had come to buy a house.

That evening, after the children had been put to bed, Steve said, "There are lots of important things to consider when we buy our home, Mary. Let's make a list of them, so that we will not be caught napping by the real estate agents."

"Well, we need three bedrooms," she said immediately.

"And a nice piece of property."

They went on compiling their list. When they finished, Steve said, "If we find a house to meet all of these requirements, it will cost a fortune."

"Maybe all the things we've thought of aren't essential," Mary agreed. "Why don't we ask friends who have recently bought homes? They should know what to look for."

"That's a good idea," Steve agreed.

The first friends they called on were John and Julia Jones.

MORE than a roof

A modest home with plenty of play area may be the best stewardship of home finance for some families.



"What a lovely home they have," Mary exclaimed.

It was brand new, split-level on a large piece of ground. The other houses near it were similar. The community had a subtle prosperous look.

"I'll bet we couldn't afford this," Steve muttered.

"Your job is just as good as John's," his wife assured him.

Julia met them at the door with an apology. "I'm sorry that John won't be here," she said. "He has just taken another job, and he had to start to work tonight."

"Did he leave Reilly Conduit?" Steve asked.

"No, this is a second job," Julia told them as she showed them into a large, rather bare living room. "Please excuse the looks of the room," she said. "We have to wait a while before we can afford new furniture; and what we had in the apartment just won't stretch over the house."

Mary admired the house, but she looked closely at

Julia as she talked with her. The girl looked tired and harassed.

"We wanted some advice on home buying," Steve explained. "Mary and I feel we're too crowded in the apartment, and are looking for a house."

"Don't make the mistake we did," Julia burst in. "Don't go overboard financially. It is a constant battle to keep going. John has had to take a second job, and we have to count pennies constantly."

"How did you happen to get in so deep?" Steve asked with sympathy.

"We figured that our rent was high, so we'd put it into house payments and have something that was our own. No one warned us that there was more to this money angle than the mortgage payments and insurance. Taxes have gone up since we moved here. It happens in all of these new communities which build so fast. The schools cannot take care of the sudden influx of young children, so new schools must be built—and we pay for them.

"We found that our basement was damp, so we had to pay to have it waterproofed. We did that instead of taking a trip for vacation. Then there was the lawn. The builder seeded the front; but we had to do a lot more work on it, and clear the back yard. Top soil is very expensive, we have found. We got grass seed instead of the new suit I wanted. I don't know how we can stand the struggle for the next thirty years."

"Thirty years!"

"It was the only type of mortgage we could afford."

"Doesn't that make your house cost a lot more than the original price?"

Julia nodded sadly. "We just hope that we don't lose it."

When they left the Joneses, Mary said, "We've learned one important thing. A modest home we can pay for comfortably is better than a lovely place which kills us both before it is ours."

"Surely there must be desirable property in a lower economic district," Steve told her. "I've been advised that I shouldn't pay more for the house than I earn in three years. It sounds like John and Julia went over that."

"They didn't think so at first, but the added expenses they hadn't thought of were too much."

Other friends warned them of the financial hazards in buying older houses. Many were well constructed, and were excellent buys; but just as often they needed a new roof or a new furnace. These added expenses, plus the costs of normal repairs on any home, had not been taken into consideration by many young couples. The home owner had to remember that he was now "the landlord." All upkeep expense came from his pocket. The little things added into a lot of money.

One couple lived on a street which had heavy



Split-level houses are popular. However, a couple needs to keep in mind that house payments and rent, though about equal in dollars, are not necessarily the same.

by Rachel C. Payes

photos by erb

trucking traffic all day and all night.

"I worry about the children when they play outdoors," Lucy told them, "and the traffic noise disturbs our sleep."

"Buy property on town sewers," still others advised. "Our development is having a serious drainage problem."

Then Steve and Mary called on Tim and Alma Ferguson.

"I see that you have a school just down the street," Mary said. "How wonderful that must be for the children. There is a church, too. We want to get a home near school and church, so that the children can walk to both."

"It would be nice," Alma told them. "It just happens that the church and school which are so

(Continued on page 30)



Beverly

by Doris Clore Demaree



Photos by Herta Newton Public Picture Service

Beverly likes her breakfast,
Helps her grow strong and tall,
But even more fun is to share it—
With Kitty-cat best of all.

Beverly likes her pussy,
Feels his fur soft and sleek—
Puts her arm tight about him—
Snuggles him close to her cheek.



Beverly plays with pussy,
Loves him and then says,
“Scat!”
Makes-believe she is angry—
Says, “Go away, Kitty-cat!”

Beverly loves her breakfast,
Beverly loves her cat:
Couldn't do without her breakfast,
Doesn't want to do without her
cat.



Worship in the Family with Children

To Use with Younger Children

The New Home

Theme for May

I Think About Home

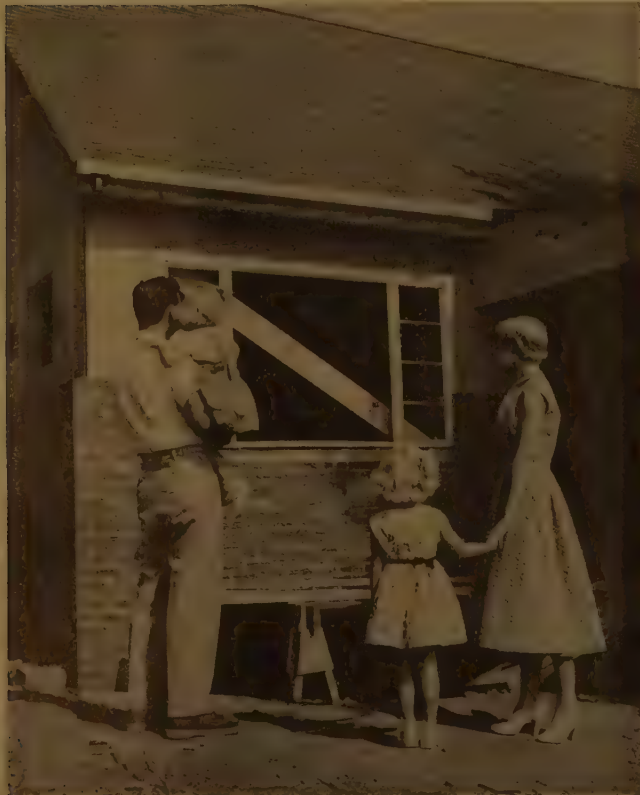
A Word to Parents

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service daily in your home, some of the materials here may be used at that time. If you use *The Secret Place*, you may find that some of the materials fit into the meditations in that booklet.

A Bible Verse

God gives the desolate a home to dwell in.
—Psalm 68:6.

—Luoma Photos



The Browns were building a new house. Mother and Daddy and Susan talked a lot about it. Verna didn't know much about building a house, so she had little to say!

One evening, Daddy said, "Let's drive by and see the house after the dishes are washed."

"All right," Mother agreed.

Everyone ate his dinner without dawdling. Everyone helped to clear the table. Everyone helped to wash the dishes. Soon they were ready to go.

As the family drove across town, Daddy talked about bricklayers and electricians. Mother talked about whether the old curtains would fit the new windows. Susan talked about her new room. Verna sat and looked at the people they passed, the trees leafing out, and the flowers bursting into bloom.

After a while Daddy turned the car into a new street. Dirt was piled up on both sides of it, and the concrete was clean and new.

There were new houses along the street. One or two had families living in them. Others were almost finished. Some had only the basements finished.

"Don't houses look funny when they aren't finished?" Susan asked. Verna looked out at a new basement and asked, "Where is the house?"

The Daddy stopped the car before a partly finished house. "Here we are," he said with a smile. "Everyone who wants to see our new house, get out!"

Mother, Daddy, and Susan scrambled out in a hurry. Verna sat still.

"I don't like the way it looks," Verna said at last. "Why does it look like this?"

Daddy picked Verna up. He walked to one of the barricaded windows.

"Won't it be nice?" Mother asked.

"It looks funny," Verna said.

"It takes a lot of work to build a house," Daddy said. "Even when a house is finished, it still takes a lot of work to make it a home."

"Why?" Verna asked.

"God planned for persons to live in families," Daddy went on. "When a family lives together in a house, and loves one another, and helps one another, it becomes a home. We want our new house to be a real home."

"Ours will be," Susan said softly. "We live together. We love and help each other now, and we always will!"

"Yes," Mother and Daddy said, "we do. But we must all work to make our new house a real home."

To Use with Older Children

What Makes a Home?

Billy and Johnny were playing in the vacant lot. Suddenly there was the shrill sound of a whistle. "That's my Mom calling me home," Billy said. "I've got to go now."

"Home!" Johnny said crossly. "Why do we have homes anyway? How did they get started? Why do we always have to be bossed around? I don't like homes!"

"That's not the way at my home. I'm glad I have one. Got to go now. 'Bye.'" And Billy bounded away.

How *did* homes get started? You know the answer. If you will think back to your studies in the church school, you will recall the story of the very first home. See if you can put it into your own words. If not, turn to Genesis 1:27-28; 2:8-10, 15, 18; 4:1-2 and read the story from the Bible.

From the time of the very first home until the present, people have lived in homes. The Bible tells us about a number of homes.

There was Isaac, the boy who lived in a tent and whose father was the chief of the tribe. Recall this story or read it in Genesis 21:1-8. People then lived in a way quite different from how we live today, but some things about their homes were just like ours. See if you can list these.

Another boy you have studied about is Joseph. Read the story of his home life in Genesis 37:1-36. After you have read it, check the things you listed about Isaac's home. Was Joseph's different? If so, how?

Another well-known boy and girl are Moses and Miriam. Read about their home in Exodus 1:22; 2:1-10. See if you can add to your list.

Samuel spent very little of his life in his home. Read 1 Samuel 1:1-28 to find out where he did spend it, and why.

David's name is well known, both as a boy and as a man. His home helped to make him the kind of boy he was and the kind of man he became. Read 1 Samuel 16:1-23 to learn about his home life.

You have learned about a girl whose name is not known. She was taken captive during a war, and taken home by the commander of the army to become the servant of his wife. She must have had a fine home. Even though she was a slave, she was thoughtful and considerate when the commander was in trouble and needed help. Read about her in 2 Kings 5:1-14.

John the Baptist and Jesus were cousins. Their homes were much alike. Read about them in Luke 1:1-17, 57-80; and Luke 2:1-52.

Timothy's home life made him the kind of man whom the Apostle Paul wanted for a companion and fellow worker. Read about him in Act 16:1-2; Philippians 2:19-22; 2 Timothy 1:1-5; 3:10-11, 15.

Now look at your list. Do you think that homes long ago and homes today are marked by love, care for one another, standards of honor, loyalty, faithfulness, obedience, kindness, thoughtfulness, concern for others, dependability?

Do those who live in your home try to be agreeable, realize that jealousy causes bickering and strife and trouble? Do they love and worship God and try to learn more about him?

Do children, as well as grownups, have some responsibility for the kind of home life the family has? What can you do to make it Christian?

For Our Dear Home

JESSIE B. CARLSON

HURSLEY, L. M.

KATHOLISCHES GESANGBUCH,
Vienna, c. 1774

In moderate time

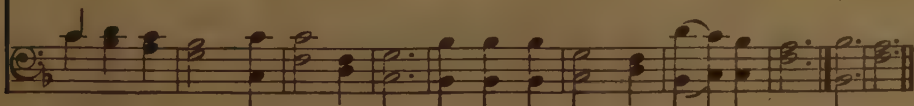


1. For our dear ho - me, and fa - mi - ly, too, That you have plan - ned, dear God, we thank you.
2. Help us to be — both kind and good And treat our fa - mi - ly just as we should:
3. So bless our ho - me, we hum - bly pray, Thru' this and ev - e - ry com - ing day.



For clothes and food and lov - ing care And joys that make our days so fair.
Pa - tient and lov - ing, just and true Thru' ev - ery day, In all we do.
Ac - cept our thanks for bless - ings true That we en - joy; a gift from you.

A-MEN.



For Family Worship

A Place for Me

I'm glad God has a place for all
His many children, large or small,
So that wherever I may be
There always is a place for me.

And when I think how he has
planned
For all of us to understand
Each other in our work and play
And help each other every day

It makes me want to do my share;
And so I ask God in my prayer
To show me things that I can do
To help his friendly plans come
true.

—Frances McKinnon Morton¹

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Prayer

Today we watched a spider in
his web. It seems a strange sort
of home, but we know it must be
right for the spider. It is wonder-
ful that he could make it himself.
Dear Father, God, we thank you
that even spiders have homes. We
thank you for our home. Amen.

—Frances Bourne Taft

A Bible Poem

Even the sparrow finds a home,
and the swallow a nest for her-
self,
where she may lay her young,
at thy altars, O LORD of hosts,
my king and my God.

—Psalm 84:3.

—A. Devaney, Inc., N. Y.



Worship Center: For your wor-
ship center this month, plan to use
some picture or object that will
suggest the theme. This may be
a house from a toy village or an
attractive picture of a home—
your own, perhaps. The open
Bible and a few flowers also may
be used.

Call to Worship: Be kind to one
another, tenderhearted, forgiving
one another.—Ephesians 4:32.

Poem: Use the poem on this page
or choose from the following:
“Mother’s Helper,” primary pu-
pil’s book, year one, winter quar-
ter, page 27; “What Makes a
Home?” primary pupil’s book,
year one, spring, page 31; “A
Prayer for Home,” primary pu-
pil’s book, year one, spring, page
45.

Song: Use the song on page 19
or choose between “A Happy
Day,” primary pupil’s book, year
one, winter, page 35, and “Home,”
primary pupil’s book, year one,
spring, page 34.

Story: Use the story on page 18
or choose from the following:
primary pupil’s book, year one,
winter: “A Party for Isaac,”
page 20; “Miriam and Her Little
Brother,” page 23; “How a Little
Girl Helped,” page 26; “Tim-
othy,” page 30; primary pupil’s
book, year one, spring: “The First
Home,” page 30; “Jesus’ Home,”
page 32; primary pupil’s book,
year two, winter: “The Boy in
the Nazareth Home,” page 3;
“David the Good Shepherd,” page
17; “David Shares His Music,”
page 20; “A Brother Who Was
Not Loved,” primary pupil’s book,
year three, summer, page 21.

Meditat on: Plan your own medi-
tation on the “Bible Rules for a
Happy Home,” primary pupil’s
book, year one, spring, page 41.

Prayer: Pray your own prayer,
adapt the one printed on this page,
or use the one printed here: Dear
God, we are glad you plan for
homes. Help us all to work to
make our home pleasant and
happy. Thank you for it. Amen.

Cuddle Bear

Is Busy

by Anne M. Halladay

CUDDLE BEAR GAVE a sleepy little grunt and turned over on his bed of pine boughs. He opened his eyes just enough to look about the room of the old mine where he lived with Big Brown Bear Papa and Big Brown Bear Mamma in Piney Forest.

Then Cuddle Bear remembered something that opened his eyes up wide.

Why this was the day that he was going after piñon nuts with Cinnamon Bear and Brownie Bear! Sammy Squirrel was going, too.

Cuddle Bear slid out of bed now and grabbed his clothes from their peg in the wall of the mine.

"I must run and tell Sammy Squirrel to get ready," he whispered to himself as soon as he was dressed. He slipped out of the door into the morning sunshine.

Pad, pad, pad went his hurrying feet down the path.

"Sammy Squirrel! Sammy Squirrel!" he called as soon as he was close to the oak tree where Sammy Squirrel lived.

When Sammy Squirrel peeked but, Cuddle Bear called, "Wake up, Sammy! Get your basket ready. Bring your coat. We start up the hill at second crow-call you know."

Sammy Squirrel's sharp little eyes looked straight down at Cuddle Bear from his hole high in the oak tree.

Sammy Squirrel had to smile. Who needed a coat when he had a warm bushy tail to curl against his back?

"Oh, I'm all ready, don't you worry, Cuddle Bear. See you at second crow-call," Sammy Squirrel chuckled as he went back into his hole.

Cuddle Bear did not wait to say goodbye.

"I must hurry and tell Cinnamon

mon Bear to get ready," he told himself.

Pad, pad, pad. He was off down the path again. When he came to the clearing where Cinnamon Bear lived he wriggled through the thimbleberry thicket to call.

"Cinnamon Bear! Cinnamon Bear! Get your basket ready to take up the hill for piñon nuts. Take your coat. We start at second crow-call, you know."

Cinnamon Bear peeked out from the bushes and gave Cuddle Bear a queer little look. It was very much the same kind of a look that Sammy Squirrel had given Cuddle Bear a short time before.

"I know." Cinnamon Bear pointed to a basket with his coat tied to the handle on the floor of the clearing. "I got my things ready last night."

"Oh," said Cuddle Bear, "well then I'll run now and tell Brownie Bear."

Pad, pad, pad, Cuddle Bear's feet went faster than ever.

He was quite out of breath by the time he reached Brownie Bear's place.

"Brownie Bear! Brownie Bear!" he called as loud as his short breath would let him, "we are going to the hill at second crow-call. Get your basket ready. Take your coat."

"I have. I will." Brownie Bear came to the front of the cave to answer. He could not talk



by Winifred Jewell

(Continued on page 28)



By keeping a running account of the events that happen while Dad is away, there is available to him a record of some of the daily highlight experiences of the family.

by
Lloyd
V.
Channels

Making the Most of Family Separation

MANY THINGS IN our modern society separate the members of families, sometimes for only a few hours at a time, but sometimes for many days or even weeks at a time. Father's work may require him to make trips which keep him away from home, or he may work on a schedule which prevents him from seeing his children except on week ends. Husbands and wives sometimes work on different shifts and see each other for only a short time each day.

The occasion for separation may be a child's trip to camp for a week or two, or a visit with his grandparents in another town. These are shorter but nonetheless important experiences in being apart. Even more important is the time when son or daughter leaves home to go to college. In some cases he will be able to come home for an occasional week end, but if the distance is too great he may get home for only three or four holidays during the year. The same will be true if he goes into one of the military services. Overseas duty may keep him away from home for two or three years.

Much more common than any of these is the daily separation which we all experience—father working during the day, the children at school, mother at home, and in the evening each member of the family often involved in a different kind of activity outside of the home.

There are many evil or unfortunate aspects to such separation of our families. These need to be noted and discussed. Then we need to consider how these evils can be overcome or guarded against. However,

separation is not an entirely negative thing; there are positive values in it by which our family life can be strengthened. These will be the three main divisions of this article.

Dangers in Separation

Separation of one member from the rest of the family makes it difficult or impossible for him to share in the many small experiences which form the texture of togetherness in the family. The father who is at work misses the experience of being on hand when his children come home from school. This is an exciting time—a time for seeing what Susie made in art class, for hearing about the home run Johnny made in gym class, for listening to Jane talk about the boy who sits across the aisle in study hall. By the time Dad gets home for dinner at night, and especially by the week end, the excitement of these experiences disappears and things which seem important at the moment are forgotten. The person who is away when these things happen misses some of the real values of family life.

Because decisions often need to be made "right this minute" or on the same day, the one who is separated is denied the privilege and responsibility of sharing in these decisions. He may thereby lose some of his sense of responsibility for what goes on: "So John took the car and got into trouble . . . It's none of my responsibility . . . I didn't tell him he could take it." The one who is absent for extended periods of time when decisions are made and plans formulated may

come to feel like an outsider in his own family. His family may come to treat him as an outsider: "What's the use of asking Dad—he's never home anyway."

The home-bound parent who must make the daily decisions and carry the responsibility for them may become resentful at the burden she bears. Many times she would like to discuss problems with her husband and have him share in their resolution. If he is unavailable and she has to do all this alone she may come to resent not only the fact but her husband as well. When this is the case the times when they are together may be marred by tension between them.

Prolonged separation may cause one or both parties to feel sorry for themselves, or to become so lonesome that they seek companionship or sympathy in extra-marital affairs. This happened many times during the war when wives were unfaithful to their absent husbands, and husbands unfaithful to the wives they left at home. The result of this was often the dissolution of the marriage.

Young people who leave home to go to college or into the military services may change so much in the months when they are separated from the family that home no longer seems like home to them. The members of the family may seem like strangers to them after a period of separation.

Young people, and even adults, who are separated

must be away from home so much and to see the connection between his work and the things which sustain their lives from day to day.

The family at home should preserve as much of the context of their daily lives as possible, so that when the separated one returns he can share in it to some extent. Things made in school can be kept for him to see; progress in music lessons can be demonstrated; stories of daily happenings can be remembered and recalled for his benefit. And he, for his part, must clearly demonstrate his interest in these things. Unless he does so he will find himself treated more and more as an outsider who comes in for an occasional visit but who doesn't really belong to the family.

If mother is left at home she can help preserve her partner's sense of responsibility for his family by anticipating or postponing as many decisions as possible, so that he can share in making them. It may even be worth making a phone call to have him give his judgment on some problem or issue which cannot wait until he gets home. The separated one should not be allowed to think that his family can get along just as well without him. He should know that he is needed and wanted at home, that his absence is a real disadvantage to them.

Homecomings can be made into joyous occasions. Celebrate the return of a child from camp, or of a youth from college, or father from a business trip,

Study Article and Guide for Parents' Groups

from the families they love may feel so lost and lonesome that they are not able to endure the separation. Many children who go away to camp get "homesick" and have a miserable time, or even have to be sent home. College students have been known to have the same experience but cannot admit it so readily as children.

Overcoming the Dangers

When we understand the dangers in separation we can take a number of positive steps to counteract them. Family unity can be preserved and strengthened by letters and phone calls. Those at home can write of the intimate details of family life in such a way that the absent one knows what his loved ones are doing, and is able to fit easily into the routine of their life when he does come home. They can let him know that he is part of their life and thought of even while he is away. Such comments as "We thought of you when we had your favorite kind of pie tonight, and wished you were here to share it" will let the absent one know that he is not forgotten. News of neighbors and friends will help him to preserve ties with the community and the church as well as with his family. The one who is absent from home should also write in such a way that his family will have some conception of what he is doing, and of the reasons for his being absent. It is difficult, especially for small children, to understand why their father

or mother from a stay in the hospital. Table decorations made by one of the children can give a festive air to the dinner table. Cooking the food which is especially liked lets the returning member know that his coming is anticipated with joy.

Families should give all possible support to children who are going away, whether it be for a week at camp, a short visit, or to college. Help them to enjoy the experience and get the most from it. Don't let them know how bad you feel about their going, or tell them that you can't get along without them. Give them every possible assurance that they will get along well and have a wonderful time. Express great confidence in their ability to take care of themselves.

Families who are separated a great deal should make the most of the occasions when they are together. Summer vacations bring opportunities for being together for a period of two or three weeks. A family night once a week, which all members keep inviolate, can overcome some of the division caused by work and other separate activities. An occasional week-end trip together makes a break in the regular routine and provides new experiences in which all can share. For most families Sunday can be a day of family fellowship as well as of worship.

Persons who are separated from their loved ones need to remember that God can be present with all of them, even when they are separated from each other. It is good for us to know that our loved ones are praying for us whether we stay at home, or go

away from home. The love and concern expressed in our prayers, and a sense of God's care for all of us can bind us together even while we are physically separated.

Values in Separation

Persons who leave home for a period of time frequently get a better perspective on their family relationships. Things which annoy us when we are close to them shrink to their proper size and proportion when we get far enough away to see the total picture. Things which we overlook or take for granted assume their proper place of importance in the life of the family when we look at them from a distance.

Separation gives an opportunity to evaluate our family life, and sometimes gives us a new sense of values. Looking from a distance we may discover

that relationships between the people in our home are more important than the possession of things. We may learn that time spent with our children is more important than things done or bought for them. While we are on a trip away from home we may determine to spend more time with our families when we do have the opportunity.

Members who go away for longer or shorter periods of time gain new experiences and ideas which can enrich the life of the family. A child at camp may learn a new skill or hobby which can be shared with the others; those who travel to distant places can bring back interesting accounts of what they saw and did. By this kind of sharing, the horizons of the entire family group can be pushed out to include other people and places.

Some of the pressures of family life may be de-

For

"Making the Most of Family Separation"

Study Guide



Preparing for the Meeting

The leader should begin his preparation for this meeting by a careful reading of the study article, and by doing some advance thinking on the subject. If the members of the group have copies of *Hearthstone* available he can call the article to their attention in advance of the meeting date, and ask them to read it before coming to the meeting.

In addition to the general preparation of the group three couples who have some personal experience with various kinds of separation can be asked to make some special preparation for the meeting, by reading and discussing the article in their own homes, and then to serve as a panel or discussion group on the night of the meeting. This small group may include one couple in which the husband works out of town, another in which a boy or girl is away at college, and another in which the family members are especially active in church and community activities.

Conducting the Meeting

If the leader is responsible for an opening devotional Psalm 139 might be used, calling attention to the fact that God's love embraces us wherever we

are. The hymn "Bless Be the Tie That Binds" also fits the theme of the meeting.

After introducing the subject for discussion ask the three couples to discuss the study article so that those in the group who have not previously read it will know what it says. One couple can be assigned to cover each of the three main sections. The chairman can help them cover the article by asking questions to bring out any important points they miss.

Following the summary of the study material ask the panel members to react to the article in terms of their own experience. What dangers or difficulties have they found in being separated from each other? How have they faced these difficulties? Have they discovered any positive values in being separated for a period of time?

Allow about half an hour for this discussion by the small group of selected people, and then ask the other members of the total group to participate, either with questions or with observations based on their own experience and study. By telling them at the start of the meeting that there will be opportunity for general discussion they will be prepared for

their participation. The meeting will be most helpful if the study article becomes a point of departure, leading to a thoughtful consideration of the real problems which those present are facing, and offering them help from the group's thinking.

The leader should be prepared to stimulate discussion if it lags by having in mind a number of questions or problems which he can ask the group to think about and discuss. Such questions as the following can be used:

What forces in our society contribute to the disintegration of families?

Are these things good, or evil, or must they be judged in view of what they do to individuals and to families?

Does the church program sometimes contribute to family disunity by demanding too much time, and by separating the family too often?

What can the church do to help families overcome or counteract the dangers of separation?

What kinds of programs or activities can be planned by the church to include all family members?

The leader can ask the group to weigh the values of a pay increase in a job which will keep the husband and father away from home several days during a week, over against the values of being at home each night with his family. On what basis should a family make such a decision?

By listening carefully to the discussion, which may last for about an hour, or perhaps longer if the group is still vitally interested, the leader should be able to give a five-minute summary which will lift up the main problems and the resources for meeting them. Or he may ask some member of the group, or the minister, if he is present, to make this summary statement.

Close the meeting with a prayer to God who made us all, and who is able to hold us together in his love even when we are separated from each other.

creased when one member leaves home for a while. The wife, for instance, may not have to cook so much, or serve the meals in quite the same style, when her husband is gone. The housework is easier when the children are away from home. When two sisters are close together and somewhat competitive the absence of one gives the other a better chance to be herself. Discipline may be less strict when father is gone, if for no other reason than that only one parent is left to enforce discipline.

The persons left at home often grow up to new levels of responsibility when an important family member is gone. The sickness and hospitalization of a mother gives a high-school daughter a chance to show that she can handle the cooking for the family. When Dad is away the ten-year-old son may take over some of his tasks in the home. Experiences away

from home give children and youth a new sense of importance and individuality as they learn to do things which are unique to them. It is good for a child in the family to know things and to do things which other members of the family do not know or do. This experience of uniqueness may come to those who go to different places.

Families are often unable to regulate or control how often and under what circumstances they will be separated. But they can control to some extent the basic attitudes toward these experiences. It is not so much the actual separation as the attitudes of the family toward it which determine whether or not separation will destroy family unity. With the right attitudes, plus some thought and planning, the dangers can be overcome and some positive values found in the experience of separation.

BIBLEGRAM

by Hilda E. Allen

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

A Luxurious pleasure boat -----	85 56 62 55 106
B Number of ounces in a half pound -----	4 105 119 63 32
C Plenty -----	60 94 71 53 79 49
D Fire lighter -----	1 73 37 28 111
E Clever or funny in conversation -----	12 102 48 110 50
F Kind of sauce used in making ketchup -----	59 80 5 61 69 82
G Suds for shaving -----	40 87 54 38 112 68
H Fake; not genuine -----	35 99 20 57 34
I Midway between points -----	14 42 21 83 103 2 15
J To draw off by degrees; as water -----	24 52 114 46 118
K Animal skin used in making shoes -----	108 78 27 75 33 65 74
L Roused from sleep -----	90 16 93 9 101
M The carrying part of a pail -----	29 36 10 43 116 6

N Imitation, or counterfeit -----	95 107 3 100
O Musical instrument shaped like a long pipe -----	66 109 72 91 26
P Even; unwrinkled -----	86 30 22 67 13 77
Q Night light in the sky -----	44 117 8 47
R Generally, or for the most part -----	64 96 19 76 88 18
S Joseph's wife -----	84 104 23 115
T Boy with a slingshot, in biblical history -----	113 17 89 92 58
U Warmer -----	70 11 51 98 41 97
V Tried -----	7 31 39 25 45 81

(Solution on page 30)

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54
55	56	57	58	59	60	61	62	63
64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81
82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117
118	119	120	121	122	123	124	125	126

What Your Child

DO YOU KNOW what your child tells about you? Have you ever thought about the many ways in which a child mirrors his homelife? Do you know what to do about it?

Be assured that you are not alone with this problem. Since we all begin this business of parenthood completely without experience, we are often surprised to learn that one person's experience is much like that of another.

Haven't we all, one time or another, been surprised and often dismayed at the things our chil-

dren tell. After sixteen years of listening to the antics of nearly a thousand families via the school child route, I have gained a little information on the subject. This I would like to share with you.

It is no magic formula, but a common sense approach to a universal problem. If you are to understand what your child tells about you, then you also need to know when and why he tells. Let's begin with his teacher.

Your child is as frank with his teacher as he is with you, for, after all, teachers are often rated

next to parents by the child. Fortunately, your secrets are safe with teacher. Your child's teacher can smooth over anything that is shared in the classroom and make it seem so inconsequential that it will not seem newsworthy for the others to carry home. This is a service of which parents are seldom aware.

Everything your child tells about your homelife is not bad. Some statements by children are misinterpretations, but teachers understand this.

What children say is only one of many ways in which they reflect their homelife. Have you ever observed your kindergarten or primary school child in dramatic play. When children play house you can see the pattern of behavior the child has learned in the home. Take the brief episode of "father comes home."

"Well, Mommy," says swaggering miniature dad, "I put that deal over today!"

"Aw, that's not the way a daddy does," says Jimmie. "A daddy comes in and you say, 'How'd everything go today?'"

"'Rotten,' I say, 'That blasted McDougal fouled everything up again!'"

"Naw," Joey puts in, "That's not the way either. You just come in and don't say anything at all. Then the mama tells you how mean the kids have been."

"She says, 'I wish you'd attend to these kids. They've been into everything all day. I'm so tired of this house I could scream!'"

A child enjoys telling teacher what has happened at home and may occasionally reveal incidents that his mother would have wished to be kept within the family.

photo by erb



Tells About You?

"Let me be the daddy," says enthusiastic little Elery, a sadistic gleam in his eye. "I'll spank those kids and put 'um to bed!"

It is only human to feel important at some time. Look at the picture when this one plays community activities. Robert wheels his truck to the filling station.

"Fill 'er up!" he commands majestically. He then goes into a long monologue about the superiority of the Chevrolet over other cars.

"Put some air in those tires. Now, clean the windshield. Hurry up! I haven't got all day." Then pompously, "Aw keep the change," as he struts away.

I had noticed that Julie always played that she was ill, or that her dolls were ill. When I was able to arrange a conference with Julie's mother after it had been twice postponed due to a headache, it was as though I had previously met this woman, so familiar was the long-suffering frown and the thin whining voice. What an excellent satirist Julie was!

What can you do about this telling that your child does? You can do many things. Among them are the following:

1. Accept the fact that your child tells about you and your homelife, by words, by actions, and by attitudes. He does this because these are the things he knows. Our school curriculum is based on this fact. We begin with what the child knows, his home and neighborhood. The area of experience expands as the child

grows older and his horizon reaches farther.

2. Do not be distressed at every little item that your child tells. Though his hearers are often amused, they understand. Everything your child tells is not taken seriously.

Arriving a few minutes late for P.T.A. meeting Mrs. Lee explained, "We stopped at a lunchroom down the street." In a quiet room her small daughter's clear ringing voice corrected, "It was a beer joint, Mommy."

3. Do not discuss *everything* in the presence of your child, particularly your financial problems or the neighbor's affairs. Aside from the fact that he may tell what he hears, a far more damaging result could come from the secret worry that might undermine his emotional security. Children do not understand all they hear. The words you use in adult-conversation may carry a far different meaning to your child than you intend. Avoid any discussion that excites fears. Children will often talk about their fears. This is good for the child but hard on family secrets.

4. Do not caution your child not to "tell" teacher or the neighbors. This kind of threat often kindles a desire to tell. It is often effective to say, "This is the sort of thing people do not talk about to those outside their own family." Make natural events natural. Sharing the news of the coming

baby with the other children creates a we-ness in family relations. Let the children be a part of the family council in matters with which they are concerned.

5. Be a good example for your child to follow. The attributes of character that shape the pattern of a life begin early. Of great significance is the way in which your child reacts to catastrophe. If he falls out of the swing, picks himself up, brushes off the dust and goes back to swing again not whining or blaming someone else, he has already gone a long way toward a happy and successful life.

This type of behavior did not come about by accident. The incentive came from you. He reacts the way he has learned to react from you. Regardless of other influences, YOU are the most important person in his world.

Many a parent has been brought up short and made to see his own folly through the eyes of his child.

Handed down from my preacher-grandfather is this story about a farmer who started out one snowy night to steal some corn from his neighbor's crib. A slight sound behind him caused him to turn. His young son who had followed was stretching his little legs to reach each track.

"Daddy," called the child, "see, I'm walking in your footsteps!"

The chastened young father gathered the child in his arms and said, "Then I'm going to turn around and go the other direction."

Your Teen-Ager and His Moods

(Continued from page 13)

standards for the adults and institutions with which he is associated and become despondent and depressed if they fail to meet expectations.

This idealism may cause him to take many different paths in his adolescent life. If he becomes disgusted with the injustices or false pretenses of the adult world, he may become withdrawn and uncommunicative.

He may develop a "crush" on an adult whom he feels answers the idealistic demands he makes of the adult world. He sometimes tries to pattern his life after his hero.

His idealism may lead him to become creative. In his search for beauty he may spend time writing poetry or developing his musical talent or other artistic abilities.

Often he develops a crusading spirit. He wishes to right all of the wrongs in the world and is impatient to get the job done. In this spirit he may join such organizations as Scouts or church youth organizations which he feels are trying to improve the world.

Sometimes he becomes deeply religious. He finds the idealistic life he has been seeking within the life of the church.

Unfortunately, the awakening of the spiritual self can sometimes lead to violent rebellion. If he doesn't learn to channel his dreams of reform and improvement in the right direction, he may find himself far removed from the ideals for which he started crusading.

Perhaps it is this desire to crusade for a cause, this youthful disgust and impatience with the old regimes, that cause many teen-agers to resort to the violent moods we hear so much about today. We must spend more time helping our young people find Christian causes for which to crusade and Christian methods for crusading.

It is very important that as parents we spend a great deal of time helping our child develop his spiritual personality. Too often we spend much time and money on our child's physical and mental development and show very little concern for his spiritual growth. Yet, the despondency and frustration of many teen-agers frequently can be traced to the fact that their spiritual development has lagged behind their physical and mental growth.

If our child is bothered with excessive moodiness, he may be spiritually immature. It is important for us to help him understand his spiritual relationship with God. We must help him develop a faith to live by. Then, the problems of teen-age life will not overwhelm him and throw him into periods of moodiness.

If our child persists in his moodiness after we have made every effort to help him, we may wish to seek professional guidance. We must never ignore the problem of moodiness for it is a symptom of some deeper conflict within the

child. Unless the conflict is ended, the child may carry his moodiness into adulthood. With proper help and guidance, he will learn to overcome his moodiness. Then, he will be more capable of reaching emotional maturity and fulfilling his spiritual potentialities.

Cuddle Bear Is Busy

(Continued from page 21)

very well for his mouth was full of porridge. "I'm eating my breakfast and then I am going to start."

Cuddle Bear gave a little gasp with what breath he had left.

Breakfast? Why, he had to eat breakfast, too. And his basket? Where had he put it after blackberry picking time? And his coat? It had not been on the peg with the rest of his clothes.

Cuddle Bear turned and ran up the path toward home. As he ran a shadow moved across the path in front of him. He looked up. Oh, no, it couldn't be! But it was. High above him in the sky Black Crow, the timekeeper of Piney Forest, was flying to his perch in the very tip-top of a lodge-pole pine. Very soon now he would be cawing second crow-call.

Pad, pad, pad, went Cuddle Bear's feet. Never had it seemed so far up the hill to the old mine. When at last he did reach the door he almost fell in.

"Where's my basket? Where's my coat? It's almost second crow-call and time to start up the hill."

"You should have thought of that some time ago," Big Brown Bear Papa's voice was scoldy. He was looking at Cuddle Bear the very same way Sammy Squirrel and Cinnamon and Brownie Bear had looked at him.

There was a queer look in Big Brown Bear Mama's eyes, too. But she did not say anything just then. She waited until she put a bowl of porridge on the table.

"Come now, eat your breakfast. You cannot go to the hills with nothing in your stomach. Your basket and coat are over on your bed. I got them ready for fear you would be late. Wherever have you been, Cuddle Bear?"

Cuddle Bear almost choked on the first spoonful of his breakfast. He could not have told whether it was the good taste of the warm porridge or from relief to know that his basket and coat were ready for him.

Between swallows he told Big Brown Bear Papa and Big Brown Bear Mama what he had been doing.

"Goodness me, you *have* been a busy bear!" Big Brown Bear Mama and Big Brown Bear Papa were smiling at each other.

But Big Brown Bear Mama and Big Brown Bear Papa did not need to tell Cuddle Bear that he had been busy. Cuddle Bear knew that. He knew that and something else beside.

And that something was that he had

been so busy all the morning taking care of everybody else's business that he had not had time to take care of his own.

Big Brown Bear Papa and Big Brown Bear Mama knew it, too. That was what they had been smiling about.

So now Cuddle Bear smiled, too, and said, "Thank you, Big Brown Bear Mama, for finding my basket and coat. Next time I'll take care of my own business first."

Soon he was off down the path.

Caw! Caw! Caw! Second crow-call floated across the air above Piney Forest. And before the echoes faded away, Cuddle Bear could see his three friends ready and waiting for him at the hill path corner.

Do Your Children Work for You

(Continued from page 10)

attitude toward their work. They not looked for jobs instead of trying to avoid them. They felt important keeping their own records and earning their right to entertain more. A great deal of nagging was eliminated, both in regard to extra jobs and their regular work. Rooms were inspected at 9:15 in the morning and before bedtime. Clean rooms earn a fifteen-minute bonus each time; dirty rooms subtract fifteen minutes; and so-so rooms keep the points the same.

Parties and entertaining may not be as important for your children. They may have another goal in mind. Our friend has a daughter who loves new clothes. When illness in the family made it necessary for Dorothy to hire help, her thirteen-year-old daughter, Carolyn, asked for the job. Carolyn is using the money she earns, for clothes and to save toward college. Our girl had paying jobs and needed other stimulus.

Another friend comes from a background of army tradition. She had her oldest daughter organize the work of a group of youngsters when they came to a beach week end. Rank was earned by the amount of work that was done, and the mother hostess found she had nothing to do. After all, no one wanted to be a private; everyone was working to be a general. All that is needed is a little imagination to make work have value. Work achieves meaning and purpose when it helps adults or children toward a goal.

For us, this system of fun reward works. I enjoy my shining windows which the girls volunteered to wash. It's wonderful having the younger children make a conscious effort to keep their rooms clean. I like happy groups of youngsters around the house now that I have the time for them. And Marilynne and Sharon, excitedly phoning boys and girls to a "Come-As-You-Are" party, think the system gives them their heart's desire.



Family Counselor

Q WE NEED help in dealing with our eleven-year-old, only son. He is intelligent and artistically inclined and of very timid nature. Yet he defies his father when ordered to do his one daily chore of getting wood for the fire. He also dawdles about the job. Part of the problem is my intervention for a little more patience which makes my husband furious and he feels that I am working against him and his orders. My husband has little or no trouble with our younger child, a girl, who is very coy and sweet around him.

Recently, I told my husband that I felt he really "does not like our boy," and it was a shock to him, for he has been angry and unpleasant ever since. However, I really do feel that he is keenly disappointed that the boy is not a rugged athlete, nor a swaggering important boy around school. I also feel that he resents the fact that the boy looks and acts a great deal like members of my family. I would appreciate your advice as soon as possible, since there are no family counseling agencies in our area.

A I AM sure you realize your eleven-year-old son is wanting to be independent and to feel important. Your clue is to use creatively this desire for independence by assuming that he is growing up and is now ready to have a part in the decisions of the family.

It would be helpful if you would have a family council—your husband, you, your son, and daughter—and consider together all the work that needs to be done to keep

the home running smoothly. Then let each member of the family suggest the tasks or task that he or she is willing to assume. Your son might not choose to be responsible for bringing in the wood, but whatever he selects as his responsibility would probably be carried out with a much more happy and co-operative spirit.

If a task is assigned to him by you or your husband without any consideration of his wishes, and if your husband "orders" him to do it, it is not surprising that he should rebel and at times be defiant. How otherwise can he show his independence? In fact, if your husband wishes he had a more aggressive son, he should be glad that at least in this instance he does not meekly submit to his commands!

It should be noted, too, that since your husband favors the daughter, your son probably feels somewhat resentful. Furthermore, he is likely to sense the fact that his father is disappointed in him. This is a heavy emotional burden for a boy of eleven to carry, a burden that may cause him at times to be moody and defiant. What your son needs is appreciation and understanding and love. He needs to know that you and his father are proud of him. Since he does not have any brothers, it is desirable to encourage him to invite his boy friends to your home. It is to be hoped, too, that your family can discover family activities that you all enjoy and that will bring the father and the

son together in a happy relationship.

How can you help your husband develop a different attitude to the boy? You certainly won't change him by nagging him, or by being too blunt in your comments about his not liking your son. No man likes to have his wife accuse him of feeling this way. This simply increases a sense of guilt he already may feel.

Nevertheless, he needs to be helped *both* to accept his feelings toward his son and to realize the importance of his accepting the son as he is, not as he would like to have him be. I do not know whether you and he can sit down together and calmly talk about what needs to be done. If you do talk together about the matter, try to create an atmosphere in which neither of you accuses the other of anything, but rather in which both of you are simply trying to find out how best to guide your son. If you can't do this, perhaps your minister or some other friend can talk with your husband about your son and his needs.

Let me suggest that you get some good books on adolescence. Gesell, Ilg, and Ames have a book entitled, *Youth: The Years From Ten to Sixteen* (Harper & Brothers, \$5.95); and *The Adolescent in Your Family* (publication No. 347 of the Children's Bureau of the United States Government) is excellent. (25 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

Donald M. Maynard

More Than a Roof

(Continued from page 15)

close are not the denomination of which we are members. Many of the children in the neighborhood go to that school; but of course ours do not. It poses many problems.

"Actually Timmy and Judy go to public school a mile from here. The church is about as far away, in another direction, so most of the children they meet in Sunday church school do not go to school with them. Their playmates here on the street attend the parochial school, so our little ones have few of the pleasant associations normally found when you go to church and school with the same children. The local youngsters have many church-centered activities of which our boy and girl are not a part. I'm afraid that they often feel left out, although we try to arrange for them to go to all of their church school events. Still, it isn't the same as living in the same area as your own church—or going to school with neighborhood friends."

"I hadn't thought of that," Steve said. "It is good for children to learn to get along with other faiths, and people outside their own little group; but I can see that they need to 'belong,' too. Mary, we'll have to keep that in mind when we select the neighborhood for our future home."

After questioning their friends, Mary and Steve had a clearer picture of what they wanted and needed in a home.

"I'm beginning to realize that there are many factors as important as the house itself," Mary said.

"Yes," Steve replied, "a house is more than a roof over our heads. We must investigate carefully before we choose, because purchasing a home is probably the biggest financial responsibility we'll ever assume."

"I keep thinking of what Tim and Alma told us," Mary said. "We want our children to go to church and church school. They will make lasting friendships there with children who will grow up to have the same general ideas of the importance of religion in their lives. It will be simpler for the children to be near these congenial associations."

"One of the men I talked with said that the schools differ a lot, too. He says that often, in rapidly growing communities, the schools are inadequate. That's something to keep in mind."

"We want our home to be a family center, full of love and happiness," Mary told him. "I'm convinced that there is no better way to hold back the rising tide of juvenile delinquency than to build firm dikes of love and responsibility in the home. For this reason, if no other, we must not saddle ourselves with too heavy a financial burden, or all the joy of our home will be washed away by the flood of constant worry about money."

Steve sat back, relaxed and smiling, and mused, "I want a home with a little ground around it—not a lot, but

enough that the children can romp and play in God's sunshine, so that they'll know what excitement can be found in climbing trees, so that they'll love the smell of grass and flowers."

Mary agreed. "We can cross a lot of things off our list of 'musts.' We can do without them. We could have a mansion, and it would be a cold, unlovely place to live. We can have a modest home, and fill it with God's love and it will be more than four walls, and a roof over our heads. It will cease to be just a house."

Her husband knew exactly what she meant. "It will be a home."

Keeping Them Interested in Church

(Continued from page 5)

uses effective teaching methods, plans vital programs, provides for social fellowship, and gives opportunities for leadership, then interest will be revived. Every attempt to encourage attendance at church activities should be made by the leaders.

It surely is realized that a good many children go to church, "go through the motions," and that is all. Until each child personally accepts Christ as his own personal Savior and commits his life to the Lord he cannot understand life with all of its problems and opportunities from the Christian viewpoint. After making this all-important decision, he, himself, will desire to go to church and participate in its fellowship.

Sometimes a child's lack of attention

or interest on Sunday may be due to the way Saturday evening is spent. Is he too tired to worship or study properly on Sunday? We might well learn from the Jewish people who begin at sunset of the preceding day to prepare for the Lord's Day.

The children who have experienced Christian training in the home will be better citizens because of their Christian training and better fitted for the tasks of life.

Biblegram Solution

(Biblegram on page 25)

SOLUTION: "Make me to know thy ways, O LORD: teach me thy paths. Lead me in thy truth, and teach me: for thou art the God of my salvation for thee I wait all the day long." (Psalm 25:4-5)

The Words

A Yacht	L Awoke
B Eight	M Handle
C Enough	N Fake
D Match	O Flute
E Witty	P Smooth
F Tomato	Q Moon
G Lather	R Mostly
H Phony	S Mary
I Halfway	T David
J Drain	U Hotter
K Leather	V Tested

W
I
L
B
U
R



"Don't worry, lady—he won't hurt your dog."



BOOKS for the hearthside

For Adults

Public Affairs Pamphlets (Public Affairs Committee, 22 East 38th Street, New York 16) recently issued that are of interest and value to adults generally are:

What's Ahead for Civil Service? (No. 258) is a study of the values, achievements, and problems of this field of federal employment. David R. Lindsay, the author, points out the need for outstanding persons to enter important government service.

Good News for Stroke Victims (No. 259) by Elizabeth Ogg reports on the new scientific knowledge that has made possible the prevention or postponement of some strokes and brought new hope to stroke victims.

We Must Find a Basis for Peace (No. 268) by Paul Hoffman offers suggestions by a well-known public figure for a "strong, positive peace program." Nothing but utter disaster is in prospect if we lose the struggle for peace in our world.

When You Lose a Loved One (No. 269) by Ernest Osborne faces up to a universal experience from which none are exempt. Understanding all the emotional reactions involved will help in the facing of the facts of death as well as life.

Who's My Neighbor? (No. 273) by Algernon D. Black is a modern answer to the question the lawyer of old put to Jesus. It proves that the arrival of a Negro family in a previously all-white neighborhood does not necessarily mean lowered property values. It all depends on the attitude of the home-owners.

Additional volumes in *The Daily Study Bible Series* (Westminster, Phila., 1958, \$2.50 each) are available for teachers and Bible students. These brief commentaries by William Barclay are written in more of a devotional than in an intellectual mood but they are based on sound scholarship. *The Letter to the Romans* (244 pages) and

The Letter to the Hebrews (231 pages) will give the reader a better understanding in general of these two epistles and provide a verse-by-verse comment on the text. Eventually this series will cover the entire New Testament, being a reissuing of a series published first for the Church of Scotland.

For Young People

Dick Friedlich, a sports writer by profession, is the author of *Gridiron Crusader* (The Westminster Press, 1958, 176 pages, \$2.95). The story concerns the new head coach, Ed Savage, and the football team whom he coached. He wanted more than anything to cultivate in the team the desire to play, and the will to win or lose, with honor. Immediately Vince Crump, the star lineman and model for the other players—but rather brutal—offers some interesting opposition to the cultivation of honor and glory. The story is very exciting. High school football fans, ages twelve through fifteen, would enjoy and profit from reading this fast-moving novel.

A sequel to two other books about Pat Marlowe, is Anne Emery's *First Love Farewell* (The Westminster Press, 1958, 171 pages, \$2.95). The earlier books were: *First Love, True Love*; and *First Orchid for Pat*. The story begins with Pat's graduation, then the issue concerning Pat's participation in the summer theater productions. Attendance at Northwestern University in the fall proves to be quite stimulating, plus there is the added thrill of seeing Tim every day. Pat begins to feel that all is not quite the same with herself and Tim. A book written for teen-agers, they will want to follow the developments in Pat's love story with Tim. Mothers and Dads may find this story helpful in understanding "young love" in their sons and daughters.

For Children

A mystery story that children from 8 to 12 will enjoy is *Magic in My Shoes*, by Constance Savery (Longmans, Green and Co., 1958, 152 pages, \$2.75). The story is laid in England in the era of stage coaches. Sally had gone to visit Aunt Persis, who recently had moved from London to the country. As soon as she arrived, Sally sensed that something was wrong. It proved to be the presence of a boy, Josset Ormond, one of triplet orphan boys. The custom of those days was to parcel orphans out among the neighbors. Josset's brothers had been placed in the homes of hard masters, so they had run away. Josset had tried to join them, but had been caught. The two brothers came secretly to Aunt Persis' home at night. How Josset hid them and fed them (aided by Sally who soon discovered the secret), and how the secret finally was revealed, make a good story. Christine Price's black and white drawings add to the story.

Boys and girls who love dogs will enjoy *Chief Takes Over*, by Helen Rushmore (Harcourt, Brace and Company, 1956, 130 pages, \$2.75). Randy had long wanted a dog, but Mother insisted that the house was too small. When Randy's disappointment seemed keenest, he found a half-starved collie and he took it home. He was to keep it just one day, but, though he really tried, there seemed to be no way to get rid of Chief, as he called the dog. There were numerous expenses connected with owning a dog, too. Randy's older brother, who planned to be a lawyer, helped him out of each difficulty. The climax of the story comes as Chief won the affections and gratitude of Randy's mother and became a "family dog," instead of Randy's dog. Charles Greer's illustrations will add to the interest of boys and girls in this warm and enjoyable story.

OVER THE BACK FENCE

Where Is Your Bible?

Probably most of *Hearthstone's* readers will not be embarrassed by that question. They know where their Bible is, can find it quickly, and will not need to remove too much dust from its covers. It is likely in a fairly prominent place so that visitors have no difficulty in spotting it.

Few of our readers, however, would claim that too much of their time and study is given to the Bible. All of us need to know it better than we do. Although we need to know where the Bible is in our home, we need also to have more of its message deeply imprinted in our minds and lives.

As a means to achieving a larger measure of this purpose this year's Christian Family Week emphasis is helpful: The Biblical Basis of the Family. Any family will find a study of family life throughout the Bible extremely interesting. Ideals for family living are set forth which will challenge us to do better than we do. We will also be encouraged by discovering that Bible families were not all perfect either. Even the loving, forgiving father, in the parable which is wrongly called The Prodigal Son, was unable to prevent one son from sowing his wild oats and the other from developing into a self-centered, unbrotherly "stuffed shirt."

One of the tools of Christian Family Week is the little devotional leaflet *Pages of Power*. The eight days of Christian Family Week are provided with a family devotional period based on the theme, "The Bible in the Home." Secure a copy from your church. If not available there, write to the National Council of Churches, 120 East 23rd St., New York 10, N. Y., for a copy at ten cents. It may be used at any time.

National Mental Health Month

May is also the month when the nation-wide mental health campaign is conducted. The following facts show the need for such a campaign: 17 million Americans are suffering mental or emotional disorder; as of now 750,000 patients are in mental hospitals, as many as are in *all other hospitals combined*; mental hospitals are greatly overcrowded—250,000 more beds are urgently needed; 70 per cent of all patients in mental hospitals are cured or greatly improved.

Dr. George S. Stevenson lists ten signs of good mental health:

1. A tolerant, easy-going attitude toward yourself and others.
2. A realistic estimate of your own abilities.
3. Self-respect.
4. Ability to take life's disappointments.
5. Liking and trusting other people and expecting the same from others.
6. Feeling a part of a group and having a sense of responsibility to your fellowmen.
7. Acceptance of your responsibilities and doing something about your problems as they arise.
8. Ability to love and consider the interests of others.
9. Ability to plan ahead and set realistic goals for yourself.
10. Putting your best effort into what you do and getting satisfaction out of it.

It is *Hearthstone's* conviction that the Christian family, which cultivates a faith and trust in God is the best environment where such characteristics can be developed. We believe that nearly every article that appears in our pages each year is a contribution to good mental health.

For information regarding mental health write, National Association for Mental Health, 10 Columbus Circle, New York 19, N. Y.

Poetry Page

Naval Disengagement

The Admiral proudly viewed his fleet
Maneuvering through the water;
The enemy, he sternly vowed,
From him would get no quarter.
But 'ere the battle could begin,
An order came—from Mother:
"Take out those boats. I need the tub
For bathing baby brother."

—Ina S. Stovall

To Mother

Mother dear, this little rhyme
I had to write to you—
To try, somehow, to put in words
The way I feel toward you.

I think that when God molded you,
He used the finest clay;
And when He finished must have said—
"My work's well done today."

He gave you strength to face the storms
He knew would come your way—
He gave you faith when things went wrong,
To see a brighter day.

Together we have shared our dreams,
We've laughed and shed some tears;
You've helped me through my troubles
And calmed my darkest fears.

My love for you grows stronger
With every passing year;
And I more fully seem to prize
These things I hold so dear.

I thank the Lord above each day,
For giving you to me;
To let me be the chosen one
Whose mother you would be.

—Betty Covey Goodness

New Experience

She stood in the doorway
Framed by the glorious sunlight.
My awkward little red head girl
Grown into a lovely woman.
Her eyes, that had always held a sparkle
Now shown with a radiance
I had never seen before.
She had come to me
Bubbling over with a secret,
As she had done so many times before.
At last she spoke, proudly, humbly,
"Mom, you're going to be a Grandmother,
Isn't it wonderful?"
I tried in vain to speak the joy
That filled my heart
But as I took her in my arms and kissed her,
She knew.

—Frances D. Emery

Spring Soul-Cleaning

If life could be like keeping house,
How simple it would be!
A crumpled spirit? Press it out—
Like ironing, don't you see!

When temper soils the words you speak,
The washer you could try;
The foaming suds remove the spots—
Just hang them out to dry.

When cares and woes accumulate
Like dust in a dirty room,
Declare yourself a cleaning day—
Salvation with a broom!

—Louise Morris Johnson

Please Mother on Her Day!

Choose from this selection of books and pictures for a gift Mother will treasure . . . all the more because it comes from you!

ALL OF THE WOMEN OF THE BIBLE

by Edith Deen. A household favorite loved the world over. Comprehensive—316 concise biographies include 52 studies of prominent Bible women, 250 sketches of women in the background. \$4.95. De luxe rose-red, hand-grained, morocco-bound autographed gift edition, \$15.00.

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Especially keyed to accompany *All of the Women of the Bible*. With maps, concordance, presentation page. In hand-grained, imported Morocco binding. King James. Rose-red, \$15.00; black, \$15.00.

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by Will Sessions. Biographical sketches and religious interpretations of biblical personalities. With 52 individuals examined closely and a host of others touched on, this is an interesting Bible companion. \$3.50.

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THE BIBLE COOKBOOK

by Marian Maeve O'Brien. More than 500 tested, tempting recipes plus a fascinating history of diets and cooking of the Hebrews and early Christians. Also tips on buying, storing and serving with complete, easy-to-follow instructions. Many recipes have exciting biblical names. Table graces and Bible verses enrich its pages. A special chapter tells how to serve large dinners and gives menu ideas. \$3.95.



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Mother's Day
MAY 10

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